

Nursing care in the relationship knowledge/power and sexuality with school youth via web radio

Cuidado de enfermagem na relação saber/poder e sexualidade junto à juventude escolar via web Rádio

Atención de enfermería en la relación conocimiento/poder y sexualidad con jóvenes escolares a través de web radio

Leidy Dayane Paiva de Abreu^I, Glícia Mesquita Martiniano Mendonça^{II}, Aretha Feitosa de Araújo^{III}, Raimundo Augusto Martins Torres^{IV}, Maria Rocineide Ferreira da Silva^V, Ana Virgínia de Melo Fialho^{VI}

Abstract: Objective: To describe the experience of postgraduate nursing students about sexuality and the knowledge-power relationship with school pupils via Web Radio. **Method:** the experience emerged in “Micropolitics” subject, held at the first semester of 2016, in articulation with Foucault's Knowledge/Power theoretical and philosophical framework and the topic sexuality. **Results:** in the experience it is seen that the school and the health department are configured as spaces of resistance. There is no teacher/nurse/youth speech about sexuality. It was concluded that the Web Radio health care device is an interdiscursive network, involving singularities, providing care practices to young people. **Final considerations:** Nursing, in this school setting, expands its autonomy of care with the youth in the construction of interdiscursive knowledge.

Descriptors: Nursing; Young people; Sexuality; Digital technologies

Resumo: Objetivo: descrever a experiência de pós-graduandas de enfermagem sobre a sexualidade e a relação saber-poder junto à juventude escolar via *Web* Rádio. **Método:** a experiência emergiu na disciplina de “Micropolítica”, realizada no primeiro semestre de 2016, em articulação com o referencial teórico-filosófico Saber/Poder, de Foucault, e a temática da sexualidade. **Resultados:** na vivência pôde-se verificar que a escola e o

^I Nurse, Doctoral Student, Clinical Care in Nursing and Health Graduate Program at State University of Ceará, Fortaleza (CE), Brazil. E-mail: dayanepaiva@hotmail.com ORCID <https://orcid.org/0000-0001-8895-1481>

^{II} Nurse, Master, Clinical Care in Nursing and Health Graduate Program at State University of Ceará, Fortaleza (CE), Brazil. E-mail: glicia_martiniano@hotmail.com ORCID <https://orcid.org/0000-0003-2535-2080>

^{III} Nurse, Doctoral Student, Clinical Care in Nursing and Health Graduate Program at State University of Ceará, Fortaleza (CE), Brazil. Professor at the Juazeiro do Norte College (CE) E-mail: aretha.feitosa@gmail.com ORCID <https://orcid.org/0000-0001-9297-8281>

^{IV} Nurse, Doctor in Education, Professor at the Nursing Course of the State University of Ceará (UECE). Fortaleza (CE), Brazil. E-mail: augustomtorres70@gmail.com ORCID <https://orcid.org/0000-0002-8114-4190>

^V Nurse, Doctorate in Public Health, Professor at the Nursing Course of the State University of Ceará (UECE). Fortaleza (CE), Brazil. E-mail: rocineideferreira@gmail.com ORCID <https://orcid.org/0000-0002-6086-6901>

^{VI} Nurse, Doctorate in Nursing. Professor at the Nursing Course at Ceará State University (UECE). Fortaleza (CE), Brasil. Email: anavirginiamf@terra.com.br ORCID <https://orcid.org/0000-0002-4471-1758>

setor de saúde se configuram como espaços de resistência. Há ausência de discurso professor(a)/enfermeiro(a)/juventude sobre a sexualidade. Concluiu-se que o dispositivo de cuidado em saúde *Web Rádio* é uma rede interdiscursiva, com o envolvimento das singularidades, proporcionando práticas de cuidado junto à juventude.

Considerações finais: A enfermagem, nesse cenário escolar, amplia sua autonomia de cuidado junto à juventude na construção de saberes interdiscursivos.

Descritores: Enfermagem; Jovens; Sexualidade; Tecnologias digitais

Resumen: Objetivo: Describir la experiencia de los estudiantes de postgrado de enfermería sobre sexualidad y la relación conocimiento-poder con los jóvenes escolares a través de *Web Radio*. **Método:** la experiencia surgió en la asignatura "Micropolítica", realizada en el primer semestre de 2016, en articulación con el marco teórico y filosófico de Foucault Saber/Poder y el tema de la sexualidad. **Resultados:** en la experiencia se pudo ver que la escuela y el sector de salud están configurados como espacios de resistencia. Hay una ausencia de discurso del profesor/ enfermero(a)/joven sobre la sexualidad. Se concluyó que el dispositivo de cuidados en la salud *Web Radio* es una red interdiscursiva, que involucra singularidades y brinda prácticas de atención a los jóvenes.

Consideraciones finales: La enfermería, en el escenario escolar, amplía su autonomía de atención a los jóvenes en la construcción del conocimiento interdiscursivo.

Descriptor: Enfermería; Jóvenes; Sexualidad; Tecnologías digitales

Introduction

Sexuality is a broad and comprehensive concept and refers to feelings, desires, attitudes and perceptions manifestations related to affective and sexual life, communication and bonding between people. Understanding sexuality is how the experiences are lived and built in an ongoing process in the individual's life, through a constant learning permeated by social, cultural and historical conceptions. To understand sexuality, it is necessary to analyze the presence of repressive aspects and the internalization of patterns of what is considered expected and desirable. Therefore, it is important to consider various instances such as family, school, social environment, religions, media and other aspects.¹

Foucault² is seen as the historian of prohibitions and repressive power because he sought the produced "truths" speech and analyzed how power exerted over madness and sexuality promoted the "true" discourse of psychiatry and sexology respectively. Foucault³ claimed that in Western societies, for centuries, sex was linked to truth seeking, especially from Christianity.

Over the years, sexuality has been discussed through institutional arrangements with a strong power relation to the juvenile public. This process intensifies and proliferates the discourses of sexuality in institutions such as church, school, doctor's office, allowing the linking and intensification of powers to the multiplication of the discourse.⁴

The articulation between youth and sexuality has been arousing interest of academics and public managers in recent years.⁵ The commonly established relationship between youth and sexuality increasingly passes through issues such as early pregnancy and prevention of sexually transmitted infections (STIs), which seem to be supported, albeit implicitly, in a link between “youth” and “risk”, which is expressed on the assumption that the young population would be more prone to the practices of an unsafe sex. As a background, the association between youth, sexuality and knowledge has also reiterated sexual initiation as a rite of body, mind and culture change.⁶ Thus, the configuration of juvenile sexuality is permeated by diverse enunciative fields.

Specifically in Brazil, the insertion of sex education in the school occurred through a displacement in the discursive field on the subject and, in the 1920s and 1930s, the discussion about sex education emerged in the school amid a syphilis epidemic. Moreover, at that time, the problems of “sexual deviance” were no longer perceived as a crime but as a disease. For this reason, the school started to be among the spaces of preventive action of a hygienist medicine, having to take care of young people's and children's sexuality, with a view to the production of behaviors considered as “normal”.⁷

With the innumerable technological advances, the communication and information in virtual network have influenced the speed and contributed with these new forms of health care for the young school population. The use of resources based on computer and Internet as well as information systems have been configured as a constant change process and have influenced the practice of many professions. Thus, the use of devices, such as Digital Information and

Communication Technologies (DICT), in youth discourses about sexuality bring a new discursive practice to daily life.

The presence of DICT in daily nursing, especially in the workplace through educational nursing care to the youth school, is indispensable and its development is inevitable, necessary and important for profession and human care development. These technologies, when properly and intelligently used and administered, could benefit the practice of human care in multiple spheres.⁸

Health is considered one of the most dynamic sectors in terms of absorbing new digital technologies. In Nursing, informatics functions can be used in care, as well as in health promotion activities, with emphasis on health education, rehabilitation, prevention, cure and research and teaching activities. Given this, in addition to the popularity of DICT, they constitute a privileged space for relationships among young people. Associating the use of these technologies with health and education has instigated attention and promotion focused on youth, stimulating in school the appropriation and dissemination of new health knowledge and practices in their daily lives among peers.⁹

It is identified the need to broaden the look at the nurse's performance – when it comes to issues of educational intervention with youth cultures, considering that other territories and languages are created from discourse, subjectivity and doubts by through DICT -, which has the role of aggregating the linking relationship with virtual spaces on internet, making it necessary to make this differentiation.

The communication produced with young people from schools through the experiences and reflections listed, narrated and consolidated with the interventions in the territories where they live, suggests folds with the formulation of care plans that merge with the interaction between the demands and discourses elaborated by the young people and nurses' knowledge. The folds are the spaces in the middle where the Web Radio team of Irajá Youth Association -

AJIR, transits. With the folds view, the virtual environment is not conceived as opposed to the physical space of the school, but it is understood that the time-space relationship is differentiated.¹⁰

Thus, the objective is to describe the experience of nursing graduate students about sexuality and the knowledge-power relationship with school youth via Web Radio.

Method

This is a descriptive experience report that emerged from the experience of Master's students of the Clinical Care in Nursing and Health Post-Graduate Program at the State University of Ceará - UECE, during the course of "Micropolitics", held in the first semester of 2016. Therefore, there was a need to describe the experience in relation to the topic sexuality with young schoolchildren in the cities of the northeastern backlands, through discourse experiments and educational nursing care, broadcasted by Web Radio AJIR, in conjunction with the theoretical framework –philosophical Knowledge/Power of Foucault.

Interactions during the program were experienced by the participants (expert guests on sexuality issues with the school youth and the young schoolchildren who were online) through the link: www.ajir.com.br, Facebook, www.juventude.ajir.com.br, WhatsApp, and Foucault's theoretical framework, from his works: the Microphysics of power;² Words and things;³ History of sexuality: the will to know,⁴ which present the hypothesis of a certain repression about sexuality, for centuries, that argues about culture influences that incites sex in discourse as a form of power.

Micropolitics subject brings in its context a great study by this theoretical framework, and during the classes, graduate students (nurses) are invited to participate in Web Radio, bringing their professional experiences with Foucault's theoretical framework for a dialogue with young people about repressive assumptions about sexuality.

Thus, the experience was analyzed allowing the affinity grouping by theme and presented in categories: Web Radio as a virtual care production environment; knowledge/power/sexuality articulation and the subjectivity of young students through the digital tool Web Radio.

Results and discussions

Firstly, there is the presentation of an original digital culture that takes place within practices developed in groups and communities, since Web Radio appears as a cyberspace of belonging and learning of different subjects, as well as an exchanges and conviviality space.

Web Radio as a virtual environment of care production

Web Rádio is an online digital communication channel articulated between Irajá Youth Association - AJIR and the Laboratory of Collective Practices in Health, UECE LAPRACS/CCS with the support of Extension Pro-rectory - PROEX, registered in the Council Teaching, Research and Extension Program, under No. 3175/2009. Web Rádio has a studio at UECE in Fortaleza.

The online station is part of a project that involves research, teaching and extension with students from the Undergraduate and Postgraduate Nursing course at UECE. The main audience of Web Radio programs are young students from two state schools in Fortaleza/CE, as well as schools from municipalities in the countryside of the state that are: two schools of Sobral, one in Juazeiro, two in São Benedito and one in Guaraciaba. It also maintains its communication and community mobilization base in Irajá, district of Hidrolândia - Ceará, through the 21 de Abril Library.

In this digital communication channel is presented the Program “In tune with Health”, to which specialists in the various health areas are invited. The demands are suggested by the

territories registered in the program, the schools. Web Rádio receives proposals, evaluates, selects and establishes its annual schedule.

Participating professionals include nurses who talk about Reproductive Health, STI, Sexuality, Gender, Identity, Contraception issues, and other topics. In the discourse session, young people virtually debate on the Web Radio channel during the program, and the studio team works to ensure that questions asked by students are transmitted and answered by the speaker and guests, and that the image and sound come from clearly and accessible to the program reception at school. Participants are instructed to access the video at the center of the site, which is configured as an output of real-time speaker imagery and (live) slide show streaming in a video or multimedia room, allowing for greater participant interaction, bringing them into the channel with the convergence of these media and the possibility of other participations, since it is an open channel on the internet.

In the discursive session, “speech-questions” are given by students with queries about the theme being presented in the live program. These questions are used and stored on the Radio page as a source of empirical material for a dialogue between the presenter and the student. In interactions (questions-discourses), there is a production of questions that are discursive substrates of youth in schools.¹¹

The digital channel schedule is diverse and covers themes of culture, politics, education and health. The Program In Tune With Health (S@S) assumes greater interactive content with young audience of public schools in Ceará, that weekly talk about topics focused on health education, as well as educational (clinical) care promotion with students, facilitated by nursing fellows and students of the Nursing Graduate. The program takes place weekly, on Wednesdays, at 4p.m, live, with 1 hour of interaction with the participants.

Without pretending to find a definitive answer or offering a truth, it was preferred to use in this study the terms "young" and "youth" rather than "adolescent" since they may not

strictly refer to a specific age group nor to a number of recognized behaviors. By chosen the terms “young” and “youth” expressed in the sense that participants are immersed in diverse cultural contexts, thus producing their lives mediated by the daily experiences of their experiences in groups, among other life-producing territories.¹²

The educational nursing care with the youth is highlighted, replacing the purely campaigners practices. Therefore, changes in health education practices are necessary, as they are characterized by the centralized, vertical and unidirectional hegemonic model, guided by the diffusion of knowledge.¹³

In this sense, educational care has been built over time in the context of nursing science under the meaning of clinical practice improvement mediated by communication and information. To exert the practice that hosts this object, the professional needs to understand their multidimensionalities, their changeable character and the potentiality of the available tools, as in the case of digital tools, as well as the scenario that permeates the production of this kind of care, since it aims at its development with quality.¹³

Bringing together clinical and educational nursing work with the use of DICT, with a view to nursing education, reveals itself as analytical and promising categories in clinical and educational nursing practice. Therefore, it is important to seek strategies that prompt nursing students to such discussions, combining their day to day health care.¹⁴ Also noteworthy is that current generations of young schoolchildren consider computer technology something natural. Thus, health education activities can be optimized with the aggregation of informatics to the nursing work process.⁹

The interactive and communicative process between audience (young people) and guest-debater takes place online through the web radio's scrapbook wall (www.uece.ajir.com.br) and/or through its other access channels, such as Facebook: Web Radio AJIR and WhatsApp. In these infovias, young people produce questions and comments wishing to obtain clarification

and/or explanation about the subject in question by the nurse or other invited health professionals.

The program can be followed live via Web TV, which enables non-verbal language permeated eye contact. In addition, there is the written language, mediated by the interaction texts between the program's production team and the Internet users. And lastly, there is the verbal language, produced by the speeches of the interviewer and the interviewee. Thus, young people interact with the convergence of languages and social media and seek answers to their concerns, questions, doubts, above all, creating an interactive dialogue with everyone involved in the program.

The reading of the speeches is analyzed from young people's health manifestations in sexuality area. Taken together, we approach the "Foucaultian studies" (Microphysics of power;² Words and things;³ History of sexuality: the will to know⁴) about discourses to situate study participants' sayings and knowledge.¹⁵ It makes use of what has been constituted as a discursive utterance (said) and diagrams which the mechanics of desire constitute the ways in which subjects ask their questions, which, in this sense, engender in discourses about their daily lives thus composing what we call the question-speech.¹⁵

The context of studies and research conducted using Web Radio is in line with the historical framework of poststructuralism. This tendency involves deconstructivism and relativism principles, giving texts a plurality of meanings in which reality is considered a social and subjective construction. The approach is more open regarding the methods diversity.¹¹

Locating the subjects and their expressions of subjectivities, exposure, vulnerabilities, positive productions, everyday contacts in school and other social relations environments in this reality of online communication, connected daily to the internet through the use of devices, is a tactics to perceive, investigate and analyze the influences and repercussions that being young

provokes, arouses and generates concerns, often not resolved within the family or in consultations with health professionals in physical health services.

Also, as a methodological approach, the experiments of the digital communication channel use are anchored in the perspective of problematizing education through the speech-questions. In this sense, the project's teaching, research and extension activities, with their critical discursive practice, prompt them to develop problematizing practices that focus on the learner, understanding that the student makes his/her own way in the teaching-learning process.¹⁴

Sex, sexuality, sex education, prejudice, sexual discrimination, STI, early pregnancy are some of the issues that recur in youth discourse through interaction with Web Radio. Sexuality is an important dimension that acts in the conduct of youthful conduct, which is also linked to gender and subjectivation issues.

Thematizing youth sexuality requires attention to discursive practices in daily life. The discursive practice concept implies that language is an action that produces effects. Still on such a conception of discourse, which is not confused with speech, in the condition of practice, it is important to emphasize that the discourses originate and originate ways of social relations, produce subjects, modes of existence and the experience of oneself. In *The Order of Discourse*, Foucault¹⁵ defines discursive practice as a set of anonymous, historical rules, always determined in time and space that defined, at a given time and for a given social, economic, geographical or linguistic area, the conditions of enunciative function exercise

The communication generated in the discourses by the importance of the other as a subject that also produces care and not only aims at it is a way to analyze innovation in health area to meet the challenges that contemporary society “demands”, driving professionals to designing plans that meet the demands of the most diverse territories, cracking the physical and geographical barriers, moving towards multiple Brazils and different cultures in living territories.¹⁰

Discursive practices correspond to the active moments of language use, the ways in which young people compose meanings and position themselves in daily social relations through Web Radio. In this light, the meanings are here understood as events resulting from negotiations in discursive practices, understanding that their production occurs through the confrontation of social voices that precede and permeate the construction of any utterance.

Knowledge/power/sexuality articulation with young schoolchildren's subjectivity through the Web Radio AJIR digital tool

Sexuality is the cultural way in which bodily desires and pleasures are lived, and it is an important mark of youthful subjectivity.¹ Youth are called upon to exercise a series of self-techniques, to self-know, to produce a self in a certain way, to correct that which is not in accordance with the prevailing norms, and to produce a new subjectivity. At the same time, youth is constantly the target of domination techniques that act in the conduct of youth behavior. The production of subjectivity occurs at the point of contact of these techniques, which act in the self-government and government of others.²

Considering the look at the DICT dissemination programs, it is understood that discursive practices are operationalized through digital tools and that such instruments are located in time, space and according to the social, economic and political context of each era.¹⁵

Digital media, in this case the Web Radio AJIR, is a tool used in this study and has mediated this process of health education, favoring the approximation of health services to young people and schools with current health problems in Brazil.

In view of this, it is possible to identify that the Web Radio AJIR care tool is inserted in this context of propelling the discourse about sex that has been present in our society for over three centuries. Therefore, cartographies are made of the questions-discourses problematization about sexuality, produced and discussed on Web Radio with young students.

Mapping the youthful discussions means that the questions-discourses that appear as said and unsaid around this theme are presented as innovation, regulation and repetition of what historically is said and affirmed about sex and sexuality, as a true knowledge, a knowledge to be followed, accepted and practiced.¹¹

The advantage of being in school youth and the opportunity to meet and discuss with a variety of people with similar problems or goals, as well as being able to share common concerns, gives you a variety of feedback that would not be possible individually. And in the experiences of the health territories, it was clearly seen that the general discussion of the plenary sessions was focused on sexuality.

School is a privileged space in actions implementation that promote the strengthening of self-esteem and self-care, preparation for democratic living, increasing levels of tolerance for diversity, mutual respect and, thus, improving the quality of life. It is a fundamental place to discuss sexuality, since sexuality involves beyond the body, stories, customs, affective relationships, culture. Therefore, to speak about sexuality is to speak about one's own life.

Indeed, the school is one of the most important places to program proposals using new methodologies, such as DICT, in discussions that cover the youth population. It is not such social concerns, such as demographic problems and STIs that justify the inclusion of themes related to sexuality in curriculum proposals, especially in recent years.

In fact, in recent years, sexuality in young people, more than a moral issue, has acquired a dimension of social problem, even being seen as a public health problem. Among the many issues that could be addressed with regard to this subject, priorities such as unplanned pregnancy and STI appear as priorities, culminating in the highlighting of preventive instructions for “conscious sex” and condom use.¹⁶

Nursing also enters this unit and school setting through health education practices, approaching young people to listen to them and allow them to talk about their sexuality.

In the sessions on sexuality, it was identified in the discussions that young people cited unplanned pregnancy as a common event. Young people begin their sex life early, although they are unaware of the reproductive physiological structure of their bodies, such as identifying the fertile period, and this may destabilize their lives.¹⁶

In the discourse questions of school youth, a universe of words such as condoms, dating, body, forbidden, not prohibited, gender, identity, family, school, unplanned pregnancy, STI/HIV/AIDS is observed. Thus, Web Radio allowed a rich discussion with students about sexuality and everyday reality. Young people also mention the difficulty of talking to their parents about dating and sex (mentioned the latter as forbidden because it is not the time), even living with friends who are already parents, mothers or colleagues who are pregnant. According to Foucault,⁴ sexuality is not what power is afraid of, but what is used for its exercise. Prohibitions are not essential forms of power, they are only their limits, frustrated forms.

Young people are provoked to talk more and more about their sexuality. Your experience goes through an evaluation of the father and mother, who pretend not to be evaluating so they can know more, or the child may retreat and be silent. Knowing this gives parents the power to “guide” in the way that they find most “useful” for their child's future. This "utility" is almost always linked to functionality rather than a pleasure the child can crave.³

Given this, it is reiterated that the power play in the relationship presented by these parents does not consist in demarcating right or wrong, the lawful or illicit, and, much less, implies some kind of condemnation. The order now is to manage sexuality within a utility system. But in this game of relationships there should be no condemnation. In other words, sex is not judged, it is administered.

Parents are also trying to “work,” and working here has a sense of collaborating so that a larger gear that feels like just one piece works.⁴ In turn, young people has incorporated the digital universe as a channel for discussing health at school and outside its walls. In order to

achieve this goal, health professionals should use resources that seek young people's involvement in services, offering them a new focus, without separating them from their means of interest.¹¹

Another relevant theme addressed was the discourse about homosexuality at school and family. Many people have mentioned that they have lots of gay, lesbian and transvestite friends, but they often hide from their parents for fear of reprisals. Others also mentioned that they are homosexual and others do not even know their sexual choice and feel embarrassed to talk to parents and teachers, preferring to vent with friends or colleagues.

Foucault² focuses on the issue of homosexuality by pondering that around 1870 psychiatrists began to regard it as the object of medical analysis, the starting point for the introjection of new interventions and controls. Homosexuals thus began to be perceived as crazy or sick of the sexual instinct. Before, they were considered libertines or delinquents. Then the strategic invention of homosexuality comes as a will to truth.

The same thing happens with the other minorities: the woman, the black, the Indian, the quilombola, among other segments. Some mechanisms lead to the pathologization of women considering their gender as fragile, almost sick, frigid, among others. The girls also mentioned that, both at school and at home, there is a difference between boy and girl when it comes to sexuality, dating and sexual intercourse. They reported a ban on dating and sex because they were women and could tarnish their names in society.

The dialogue on gender discrimination and sexual orientation in the family and education has reached a high degree of international quality and respectability and provides diagnoses that point to the Brazilian school as an important space for reproducing particularly authoritarian, prejudiced and discriminatory models regarding women and men homosexuals, among other groups. Feminist movements have problematized these stereotypes of women, that is, these discourses of regulation of their ways of life accept the challenge by assuming the

reinvention of their own kind of existence, starting from the sexuality that imprisons them to address other statements.¹⁷

Sexuality and sexual choices remain a delicate and difficult subject. It is an area where insecurities and fear about each other meet. Talking about sex requires a relationship of intimacy and trust. Sexuality is a theme that should increasingly be part of the discussion between parents, children, educators and health professionals. Therefore, it is a way to reduce the lack of information and the lack of knowledge about it, to establish values, stimulating the knowledge of oneself and others.¹⁸

In their speeches, the young people also mentioned that the school is an interesting place of passions, desires and discoveries, but, in most cases, it does not allow an open dialogue with teachers about doubts, fears, anguishes, body changes, desires and sexual identity. They reported that most teachers are closed in their worlds full of superficial content of everyday school and, due to these attitudes, young people silence their lines.

The pedagogy of sexuality that is practiced at school, in public spaces or in hidden and private corners, whether by affirmation or silence, legitimizes certain sexual identities and practices and represses and marginalizes others.¹⁷

It was observed in the speeches that health professionals rarely go to the school place and that the most present way in this scenario is that of nurses broadcasted by Web Radio. Nursing acts with social and humanistic relevance, and digital technologies have been inserted in its clinical practice and care process, since it needs to use resources that seek the involvement of the young public in the most varied spaces.

The questions of young people emphasize that the issues discussed by health professionals and teachers are punctual. Many discuss sexuality, prevention, contraception and pregnancy through lectures, emphasizing problems and illnesses. They do not problematize realities, cases of pregnancy, rape, sexual violence, pedophilia, bullying, sexual identity, health

promotion and cultural diversity, which are often masked and silenced in the school universe, which consequently does not allow the creation of bonds with teachers or health professionals.

Sexuality is constantly saturated, that is, dictated, aroused, so that there is the production of desire. However, it warns that it is lived and affirmed within a field of knowledge and power that generates forms of truths and gives way to those who hold the knowledge/power of their modes of prescription and regulation, for example, doctors, psychologists, sexologists etc.²

During Web Radio sessions, young people mentioned the need for spaces for sharing and listening to this information, as well as creating strategies for the information dissemination about sexuality, activities specific to the youth, in which they could be protagonists of the actions, establishing links with health professionals and teachers, thus enabling the education and health of the school.

In this scenario, the new DICT use in health education emerges as a strong instrument of nursing, which has been working with the young school public in activities for innovative and interactive health care. Thus, the debate about sexuality through digital tools such as Web Radio needs stimulation and encouragement for youths, because it is necessary to create bonds and to actively participate as protagonists in the construction of their own knowledge and add dynamism, reflection and take care of yourself.

Final considerations

The paths made this trip possible, produced in the folds of the virtual territories, in contact with young people full of desires, curiosity and doubts. This journey culminated in the experience of using the Web Radio communication device as an interdiscursive network that provides dialogic interactions with young people regarding their sexuality, using it as a space of power for young people to develop self-care.

It was possible to observe from Foucault's philosophical studies that the speeches do not refer only to what is said, to the expressed content, but to what names and enables real wills. Knowledge does not refer to what is regarded as science, but to what is produced in the dynamics of the devices of truth discourse.

Regarding the theme discussion, we identified the absence of the teacher/nurse/youth discourse and/or the imposition of themes about sexuality, without entering into the realities experienced by the school youth. Therefore, it is necessary to discuss the topic with young people in a different way, replacing the imposed form in which it is presented and ensuring the participation of parents and teachers, in an approach that does not only address issues such as pregnancy, STI, contraception, but also to highlight social and health issues.

Although they do occur, the educational actions on this subject are still little comprehensive. There is still some difficulty regarding the involvement of nursing in relation to topics such as sexuality in the school setting, still in a tentative manner. It points out the need for continuing education in health by nurses, which enables knowledge on the subject, thus creating a space for dialogue in educational institutions, care and the community.

The use of DICT, as in the case of Web Radio, collaborates with nursing educational care in a unique way to relate to each other. Although in the experience there is no way to “control” the reverberations of self and other narratives produced in the discussion group context, experience shows that new positions can be constructed more effectively when, in a space of problematization, young people live possibility of narrating them, expressing them without much censorship. Thus, the school was configured as a space of resistance.

This experience contributed to new perspectives on sexuality and the use of virtual devices, considering that they are few instruments addressed in schools. Nurses' attention is also drawn to the importance of rapprochement with young people to create the bond and trust needed to express the feelings and modes of truth about sexuality and its daily relations of self-production.

The production of works using the theoretical-philosophical framework allowed the foundation and enrichment of nursing as a science. For this reason, the study of philosophers like Foucault is reinforced, who allow us to enter this subjectivity. Nursing is part of this modern historical construction, in this field of sexualities, which must be thinking about their way of seeing, listening, lending their analysis lens to the demands of young people's discourses and the ways of taking care of themselves.

Therefore, it was possible to evaluate that the discussion group through Web Radio, collective analysis device in schools, was relevant, making the deepening of information compatible with the problematization of daily life. By the way, the discussions about "sexuality" provided by the experience contributed to the normally undisputed questions about the theme to come up in that scenario. Likewise, it served to problematize what was conceived by the youth as something natural, not only regarding the senses on the subject, but also in relation to their own educational health actions that could be directed to them, inside and outside the school.

In this sense, it is necessary to continue realizing new experiences through educational nursing care anchored in a philosophical knowledge, allowing the appropriation of the theoretical framework and experiencing a virtual device with this purpose, with which some disengagements, tensions and challenges can be experienced, absorbed by rich and deep experiences and learning.

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Corresponding Author

Leidy Dayane Paiva de Abreu

E-mail: dayannepaiva@hotmail.com

Adress: Itaperi Campus – Dr. Silas Munguba Avenue, 1700 – Itaperi, Fortaleza – CE - Brazil.

ZIP: 60741-000

Author Contributions

1 – Leidy Dayane Paiva de Abreu

Contributions: design, collection, analysis and manuscript data interpretation.

2 – Glícia Mesquita Martiniano Mendonça

Contributions: design, collection, analysis and manuscript data interpretation.

3 – Aretha Feitosa de Araújo

Contributions: analysis and manuscript data interpretation.

4 – Raimundo Augusto Martins Torres

Contributions: writing and critical revision of the manuscript.

5 – Maria Rocineide Ferreira da Silva

Contributions: writing and manuscript critical revision.

6 – Ana Virgínia de Melo Fialho

Contributions: writing and manuscript critical revision.

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